**The Core and MORE Instruction Checklist**

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| **The CCSS Standard:**  **The Envision Lesson:** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| Topic 4-2 Subtraction: Subtracting 2-digit number | difference, order, estimate, regroup |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Investigations Unit 3 p. 137 “A Distance Riddle Variation” | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction  For the vocabulary words order and regroup do connections to everyday vocabulary on p. 84E in Topic 4 Teacher Edition.  Discuss the vocabulary words estimate and difference. Then have students come up with a way to act it or show what it would look like in groups.  Add vocabulary cards with definitions, characteristics, examples, and non-examples in math journals (you may use the Frayer model graphic organizer) | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Topic 4 p. 88b “Pose the Problem” Have students use place value blocks to model and solve the bird refuge problem. Share strategies as a class. Model and solve other word problems with place value blocks for further practice. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Topic 4 p. 88 Eagle Problem (top of the page) Have students draw a model of the problem. Share strategies as a class. Draw more models with Guided Practice problems in Teacher’s Edition p. 88 | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| Do Independent Practice problems in student book or through the digital component.  (Teacher Manual p. 90) | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT**  **Quick Check 4-2** (5-10 MINUTES) | |
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| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
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| **HOMEWORK** | |
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